International Journal for Research in Education

Volume 41 | Issue 1 Article 10

2017

Perspectives of Saudi Special Education Teachers Towards Secondary and Post-Secondary Transition Services for Youth with Multiple Disabilities

Nabil Almalki
KING SAUD UNIVERSITY, nalmalki@ksu.edu.sa

Perspectives of Saudi Special Education Teachers Towards Secondary and Post-Secondary Transition Services for Youth with Multiple Disabilities

Nabil Sharaf Almalki
Department of Special Education, College of Education, King Saud University, Riyadh, Saudi Arabia.
E-mail: nalmalki@ksu.edu.sa; Cell:00966504546600
Acknowledgement: The author extends his appreciation to the College of Education Research Center, Deanship of Scientific Research at King Saud University for funding this research work.

Abstract:
The purpose of the study was to examine the secondary and post-secondary transition services for youth with Multiple Disabilities (MD) and know how these transition services were provided for this population in order to help them live independently throughout their lifespans. The researcher implemented the quantitative design, and the participants of the study comprised of 106 special education teachers of students with MD. The results showed that all domains of this study indicated agreement to somewhat agree in providing transition services for youth with MD, which meant that the total mean for all domains were from 3.40 to 3.64. The results also showed no significant differences in teachers' perceptions about secondary and post-secondary transition services regarding four variables of gender, educational institutions, educational province, and experience in special education. However, the other results represented differences in teachers' perceptions about secondary and post-secondary transition services specifically (connecting activities domain) regarding the educational level variable. Recommendations for improvement and application were discussed.

Key words: Special education teachers, Secondary transition, post-secondary transition, Multiple Disabilities

وجهات نظر معلمي التربية الخاصة تجاه الخدمات الانتقالية للمرحلة الثانوية وما بعدها للشباب من ذوي الإعاقات المتعددة في المملكة العربية السعودية

نبيل بن شرف المالكي
قسم التربية الخاصة- كلية التربية- جامعة الملك سعود
هاتف: 0114676876، إيميل: nalmalki@ksu.edu.sa

الملخص:
الهدف من هذه الدراسة هو الكشف عن واقع الخدمات الانتقالية للمرحلة الثانوية وما بعدها للشباب من ذوي الإعاقات المتعددة في المملكة العربية السعودية، ومعرفة كيفية تقديم هذه الخدمات الانتقالية لهذه الفئة من المجتمع، من أجل مساعدتهم على العيش بشكل مستقل في جميع مراحل حياتهم. واستخدم الباحث التصميم الوصفي، وتكونت عينة الدراسة من (106) معلم تربية خاصة من الذين يتعاملون من الطلاب ذوي الإعاقات المتعددة. وأظهرت النتائج أن جميع أبعاد هذه الدراسة تشير إلى مستوى من التوافق والذي يتراوح من (اتفاق إلى اتفاق إلى حد ما) في تقديم الخدمات الانتقالية للشباب من ذوي الإعاقات المتعددة، وهو ما يعني أن المعدل الكلي لكافة الأبعاد يتراوح من 3,40 إلى 3,64. كما أسفرت النتائج عن عدم وجود فروق ذات دلالات إحصائية في وجهات نظر المعلمين عن الخدمات الانتقالية للمرحلة الثانوية وما بعدها بشأن أربع متغيرات: الجنس، والمؤسسات التعليمية، المنطقة التعليمية والخبرة في مجال التربية الخاصة. ولكن، أظهرت نتائج الدراسة فروق ذات دلالات إحصائية في وجهات نظر المعلمين عن الخدمات الانتقالية للمرحلة الثانوية وما بعدها وعلى وجه التحديد في (بُعد الأنشطة المجتمعية) وفقاً لمتغير المؤهل التعليمي. وتمت مناقشة التوصيات من أجل التطوير والآثار المستقبلية لهذه الدراسة.

الكلمات المفتاحية: معلمي التربية الخاصة، الخدمات الانتقالية للمرحلة الثانوية، الخدمات الانتقالية لما بعد المرحلة الثانوية، الإعاقات المتعددة.

Introduction:

Transition services are coordinated set of activities that are provided for youth with disabilities in various fields, such as (education, employment, independent living, community participation, etc.). All these services should have pathways and levels of support based on the individuals' interests, needs, abilities, and preferences. Furthermore, these pathways might be academic/postsecondary education, career-technical training, employment, and supported setting for young adults with disabilities. It is also important for transition planning to consider all stages, beginning with early intervention programs, K-12, and continually to postschool options (postsecondary education, employment, and independent living). Transition planning is considered as a core strategy to help youth with disabilities to obtain positive results during their lifespans and engage successfully in society. It is significant to follow several orderly steps, which are to set up measurable postsecondary goals, present levels of academic achievement and functional performance, provide transition services, and create measurable annual goals to provide the appropriate transition services options for young adults with disabilities (Kochhar-Bryant & Greene, 2009).

Historically, transition services –secondary and post-secondary– were provided in the United States by several laws and policies, such as the Individuals with Disabilities Education Act (IDEA, 2004), Section 504 of the Rehabilitation Act of 1973, No Child Left Behind (NCLB, 2001), and Americans with Disabilities Act (ADA). The effect of IDEA (2004) and NCLB (2001) on transition is obvious because of the changes of transition-related provisions. For example, IDEA (2004) moved the initiation of transition services from age 14 to 16 or younger determined by an Individual Education Plan (IEP) team. It is important to set up a suitable measurable post-secondary goal based on the assessments of the students with disabilities, which are linked to teaching, employment, training, and independent living skills. Another effect of IDEA (2004) is that it focuses on the "result-oriented process" for these students to improve their academic and functional accomplishment in order to transition from school to post-school education (Kochhar-Bryant, Shaw, & Izzo, 2009).

The NCLB (2001) also supports the transition services with a recommendation on the importance of collaboration and preparation for transition. This collaboration should focus on transition services in order to better coordinate the services for young adults with disabilities. In addition, it supports transition for at-risk populations by providing programs for those

who are neglected, delinquent, or at risk of low academic achievement. It assists families who live in poverty by providing the secondary and post-secondary transition services they need. There is no doubt that the Rehabilitation Act supports transition for youth with disabilities by emphasizing coordination between high schools and Vocational Rehabilitation (VR) in order to improve the transition services for these students after exiting high school. It focuses on coordination among agencies for providing the transition services for students with disabilities from school to employment or post-secondary education options (Kochhar-Bryant et al., 2009).

It is important to note that there is a gap between young adults with disabilities and their peers without disabilities regarding education, secondary transitions, independent living, and economic status in many countries. Therefore, many research studies demonstrated the need for transition programs for those who have disabilities. For instance, according to National Organization on Disability (NOD) (2003) and Kortering and Braziel (2000), around 22% of Americans with disabilities cannot complete high school compared with 9% of those who are without disabilities. The young adults with disabilities experience unemployment, live with their families, and have a lack of social skills. In addition, NOD (2003) mentioned that adults with disabilities from age 18 to 64 have fewer employment opportunities than other adults without disabilities, so these young adults need to get the appropriate transition services within the community.

The literature review: Secondary And post-secondary transition services

Getzel and DeFur (1997) conducted a study about transition planning for students with Significant Disabilities (SD) in order to investigate the trends in developing transition services for students with SD and to know if this transition planning differs from other transition plans provided for other students with disabilities. Some 84 students from a Virginia public school, ranging in age from 21 to 24, were selected. The result from this study was that most students with SD or MD need greater participation in transition planning in the future, and there was a need to enhance opportunities for appropriate employment before they graduate from high school. Finally, it was important to provide multiple services in order to offer ongoing levels of support in community life.

Newman (2005) did a study to identify differences between parents' expectations for their children's future and educational achievement and independence based on the children's disabilities. Expectations of parents who have children with speech/language or hearing impairments who achieved a high school diploma and continuing post-secondary education were higher than those of parents whose children have intellectual disabilities, autism, or MD because young adults with MD were not able to complete the high school or join in post-secondary education. Approximately 62% to 70% of young adults with MD were not expected to get a high school diploma or attend post-secondary education.

Beyond the transition planning, the assessment for all youth with disabilities including young adults with MD is very important to develop appropriate transition plans. In addition, there are many skills which need to be assessed, such as functional academic skills, communication and social skills, self-determination skills, career interests and awareness skills, and sensory skills. It is important to know how to assess these skills by implementing Person-Centered Planning (PCP), for instance, focuses on students' interests, needs, preferences, and abilities; assessing their environments, which include community support and vocational integration; and informal assessments by interviewing parents or making observations. This could lead to enough information to help the educators or providers to develop effective transition plans for youth with MD or SD (Morningstar, 2009).

Some important information about secondary and post-secondary transition for students with MD or SD was discussed by the National Secondary Transition Technical Assistance Center (NSTTAC, 2007). This concerned "practice-based systematic review summarizes 'scientifically-based' research studies that have been produced in the past two decades from three distinct perspectives: Interventions designed to build social and/or communicative skills, transition or transition-related outcomes, and samples of secondary-aged youth with disabilities" (p. 1). These studies were grouped into four categories, which were "Augmentative and Alternative Communication (AAC), conversation skills, decreasing inappropriate behavior interventions, and social skills" (p. 1). Moreover, reviewing studies about AAC interventions showed, for example, that Kennedy and Haring (1993) conducted a study using alternating treatments for students with MD. The intervention was "prompting strategy to teach students [how to make] requests; comments recorded on tape player (e.g., Let's do something else;) for new stimuli in social situations with peer and assorted toys/ games" (p.

66). The result for this study was that using a micro switch increased acquisition of choice- making for these students.

Previous practice from the (NSTTAC, 2007) showed results about conversation intervention for students with MD. For instance, Hunt, Alwell, and Goetz (1988) did a study in high school settings with students with MD, with prompt/fade and differential reinforcement interventions to teach these students using a conversation book with other peers. The result was that the students generalized and increased their conversational skill. To decrease inappropriate behavior interventions, Horner, Day, and Day (1997) did an intervention of teaching students with MD clients in order to change unsuitable behaviors with some requests and involvement in counteracting practices. The result for these students was reducing behavior problems. Lastly, for social skills training, Staub and Hunt (1993) did a study on students with MD on providing interventions. They used "information about different abilities in general, and atypical communication skills of individual students in particular, given to ND [Non-Disabled] peer tutors—changes in social interaction behaviors were then measured in the students with disabilities with informed peer partners" (p. 16). They showed an increase of appropriate social skills in high school settings outside the special education classrooms.

As was mentioned earlier, self-determination skills are very important for students with MD or SD. Wehmeyer, Agran, and Hughes (2000) and Wehmeyer et al. (2007) mentioned the importance to teach skills that enhance self-determination by offering opportunities to practice in the field for secondary transition. Moreover, these skills would include decision-making, choice-making, goal setting and achievement, problem-solving skill, self-advocacy, self-awareness, and self-management and self-regulation skills. Carter, Siseo, and Lane (2011) conducted a study to examine the paraprofessionals' perceptions in improving self-determination skills for students with MD, including severe disabilities. They chose 347 paraprofessionals from 135 randomly chosen elementary to secondary schools. The results from this study indicated these paraprofessionals reported high importance of self-determination skills for students with MD even though the extent of providing instruction was slightly different among them. They also showed different rates based on the settings (elementary or secondary school) and on classrooms (special and general education classrooms). Finally, they received training to provide these skills although they reported that they typically offered these skills for students with MD.

An important step for young adults with MD, including those with severe disabilities, is to reach Post-Secondary Outcomes (PSO) in order to live and engage successfully within community life. Therefore, IDEA (2004) supports these students by providing IEPs with post-secondary transition planning that includes post-school employment and independent living. Also, the Rehabilitation Act takes over the responsibility after these students exit high school by providing the transition services that help the process to work (Certo et al., 2008).

Post-secondary options for students with MD comprise of four-year colleges or universities, community colleges, and different settings within the community (apartments, rehabilitation programs, or businesses). In addition, four-year colleges or universities benefited these students by giving them the opportunity to participate in integration experiences with others. Some programs offered coursework such as ceramics, stagecraft, and Tai Chi that help these students to engage within college life. These universities also provided a variety of social outlets that could help students with MD to engage in nonacademic activities with students without disabilities. Even though there was a benefit from this setting, some challenges appeared, which had to do with the transportation issue because the academic setting might not be conveniently located for these students using public transportation. Another challenge was that some faculties may have difficulty understanding why students with MD were at colleges or universities (Grigal, Neubert, & Moon, 2002).

The community college setting is considered a first post-secondary option for students with MD who were exiting high school. It provided these students the services that they need at a level lower than the four-year university or college setting. Some institutions might also be waived the fees or tuition for students with MD who receive Supplemental Security Income (SSI); it provided nonacademic courses for these students to complete their education. One challenge for this setting was that students left the community college after the classes were over, which would foster a lack of social interaction and participation by the student in clubs or organizations. Another option for students with MD in the community involved different environments within education services, which provided appropriate ways to access the employment potential in adult life. These students could practice adult responsibilities while being supervised by others in staff training (Grigal et al., 2002).

Brown, Shiraga, and Kessler (2006) conducted an extensive study from 1981 to 2005 on 50 workers with SD, served by Community Work Services (CWS) in Madison, Wisconsin. The aim was to give some information

regarding integrated vocational functioning for young adults with SD or MD. These individuals had graduated from high school 15 to 24 years before the study, and the review was done to "celebrate the inspiring achievements of a remarkable group of workers, their family members and the professionals who served them. A third is to affirm the validity and feasibility of integrated vocational functioning" (p. 1). The results of this study showed that, from 1981 to 2005, all 50 workers joined in over 150 real integrated work task environments, and successfully completed hundreds of expressive works.

They also engaged safely in many social relationships with peers without disabilities.An important study was conducted by Neubert, Moon, and Grigal (2004) about the activities on college campuses and in the community for students with SD. Eleven public school teachers who served students with SD from age 18-21 in 13 post-secondary settings were chosen. They were selected in order to collect information on young adults with SD pertaining to access to college course levels, employment training opportunities, appropriate activities in the community and on university campuses, and integration with the adult services within society. They found that young adults with SD were less engaged in access to college courses and extracurricular activities, though they were effectively engaged in employment training. In addition, coordination and collaboration between school personnel and adult service providers were obvious in all settings for these students with SD.

Many researchers focus on integrated employment and community living for students with MD or SD (Moon, 2011). An important study was conducted from 2002 to 2007 by Cimera (2009), about the supported employment cost efficiency for 231,204 students with SD.This was funded by Vocational Rehabilitation (VR).

The results showed that "the average supported employee served by VR generated a monthly net benefit to taxpayers of $251.34 (i.e. annual per capita net benefit of $3,016.08) and a benefit-cost ratio of 1:46" (p. 17). In addition, students with multiple disabilities were more cost-efficient than students with only one disability, which meant the benefit-cost ratio for students with SD or MD was 1:49 versus 1:46 for students who have one disability.

Becoming employed after high school could be competitive (restaurant service worker or factory worker), supported (intensive-job training or parents), or sheltered (self-contained center) careers for young adults with SD. For example, supported employment programs helped young adults with

SD to become and stay effectively employed in integrated workplace environments. These programs were provided if the competitive employment programs were not ready for these young adults with SD or were interrupted due to their disabilities. Supported employment programs were designed for students with SD who need intensive support or extended service support in order to work competitively. Another setting was sheltered employment, which was separate and students with SD were not integrated with others with no disabilities (Kochhar-Bryant & Greene, 2009).

Even though it was mentioned earlier that there were some possible post-school options for the MD or SD population, Kochhar-Bryant et al. (2009) and McDonnell and Hardman (2010) pointed out that students who have MD or SD were not provided with adequate opportunities for employment options and community living compared with those who did not have disabilities. Moreover, decisions about post-secondary education or employment might be complex for students with MS or SD. This meant that they need an ongoing level of support for long-term services to help them live and engage effectively in community life.

The National Longitudinal Transition Study-2 (NLTS-2) (2006) did a study starting in 2000 until 2009, which represented all types of disabilities. The data, collected five times during the nine-year duration, contained important information from parents, youth, and school personnel and focused on academic achievement, post-secondary education, and employment options. Furthermore, Wagner, Newman, Cameto, Levine, and Garza (2006) mentioned the results from an NLTS-2 study about young adults with SD or MD, including severe disabilities, and these students were less likely to graduate from high school at the age of 17 or 18 although, they could graduate and earn a regular high school diploma. It is important to consider the post-school success and the preparation for work and employment for young adults with SD or MD because they have difficulty with engagement within the work environment. As Luecking and Certo (2003) and Sabbatino and Macrine (2007) mentioned, students with MD or SD did not learn independent living and vocational skills in high school settings in order to meet employment program requirements after graduation. Therefore, educators should consider the independent living and vocational skills necessary to allow students with SD to obtain appropriate employment that will help them live and engage with community life.

The newest results of NLTS-2 study in (2011) was up to eight years after high school. Students with MD were less likely to enroll in postsecondary school with a percentage of 33% in comparison to 67% of learning disabilities. In addition, MDs were more likely to consider themselves as

having a disability (71%) and 46% achieved accommodations and support. Young adults with MD were less likely to have jobs or employment at the time of the interview with 39% in comparison to 67% of those with hearing impairments. Additionally, these young adults with MD worked fewer hours per week (25 hours per week) than other disabilities (34 to 38 hours per week). Students with MD reported that the employers were aware of their disabilities (72%) more than others disabilities, such as LD (19% to 30%). Young adults with MD were sometimes becoming employed at the rate of 63%. However, they had held fewer jobs (mean, 2.2) compared to those with LD or emotional disabilities (mean, 4.2 & 4.6). Additionally, these students were more likely to leave their previous jobs compared to those with LD or autism. In terms of residential independence, young adults with MD were less likely to live independently (16%) than other disabilities, such as LD (63%). When looking at the engagement in employment and postsecondary education, MDs were less engaged (74%) compared to those with LD (97%). For the friendship interactions, students with MD were less likely to see their friends weekly (53%) compared to those with other disabilities such as ED (75%). In the community participation domain, students with MD were more likely to take lessons, be volunteers in community services, and participate in groups (63%) compared to those with mental retardation (46%) (Sopko, p. 2).

Schooling plays a significant role in preparing students with SD or MD for adult life after high school. It is important for schools to implement a functional-based curriculum, which would help these students to increase post-school outcomes and successfully engage with the employment environment. Moreover, functional skills assisted students with SD or MD to make appropriate decisions independently and to effectively participate with others within the community (Alberto et al., 2007). It is important that students with MD or SD be provided with opportunities of vocational and employment training in order to help them gain significant skills that they need in post-secondary settings (Grigal et al., 2002).

Self-determination and self-advocacy skills are very important for all students with disabilities, especially those with MD or SD. Wehmeyer and Palmer (2003) conducted a study to learn about the relationship between self-determination skills and young adults with Significant Cognitive Disabilities (SCD) outcomes three years after graduating from high school. The results indicated that the students with SCD who received self-determination training could live with adequate independence skills without support from their

families. They also could live either independently or with some support. Moreover, students with SCD had more opportunities to find employment that they need in order to participle and engage within society. Therefore, self-determination and self-advocacy were critical skills in effectively providing post-secondary options for students with MD or SD.

Family involvement plays a significant role in providing future transition services for children with disabilities. Families should be encouraged by school personnel to start transition plans for their children's future early in order to achieve positive transition outcomes. Most of these families are unaware of the waiting lists for the young adult services. The important role of family members and professionals is to make the plans for the future, which include finances, guardianships, school arrangements, and considerations of housing needs. This also includes people who will provide the support, transportation needs, and medical needs for young adults with MD. Hence, collaboration and communication with families lead to successful transition outcomes for youth with disabilities (TASH, 1998).

Family involvement is considered an essential role to enhance the education for youth with disabilities. According to National Longitudinal Transition Study of Parents (2005), around 9,230 parents and guardians of young adults with disabilities were surveyed in order to examine the family involvement with their children from age 13 to 16 in education. The findings from this study were that there was a critical impact of family involvement on the students' achievement and young adults with disabilities who had families more involved in the education tend to get appropriate grades and have higher rates of involvement with the other students' friendships. Moreover, youth with disabilities who have involved families were more likely to have paid jobs within society. This demonstrated the important role of family involvement in secondary and postsecondary transition services.

In the last decades, there has been a focus on the importance of career-technical education by the educators and policymakers within the framework of youth development in community life. This focus leads to addressing effective interventions related to improving transition services for all youth with disabilities from school to the community to employment. One study about evidence of the best practices in transition services was conducted by Kohler in 1996. There were four phases of the study that resulted in the model called "Taxonomy for Transition Programming". This was a conceptual framework of transition practices, including transition plans, organizations, evaluation of transition education, programs and services. Kohler mentioned five clusters of the best practices that were still used broadly today. All of these clusters would lead to enhancement of the transition services for youth

with disabilities, and would indicate the best transition practices that all members related to the youth with disability need to know in order to meet the needs within these practices.

Providing effective secondary and post-secondary transition services for young adults with SD or MD is based on when and how these students join employment training, functional tasks, and community experiences with others during their high school years. In addition, it is important for school personnel to coordinate and collaborate effectively with adult service providers outside high school in order to help students gain many post-secondary options that they need. These options were based on students' interests, needs, preferences, and abilities (Neubert, Moon, & Grigal, 2002).

It is essential to note that significant elements, such as schooling, career and preparatory experiences in youth development, leadership experiences, family involvement, and connective activity services, are very important for students with SD or MD. With such help, students can gain vocational skills, self-determination, self-advocacy skills, social and communication skills, academic achievement, and community involvement. In addition, successful post-secondary transition programs for students with MD or SD were based on partnerships with schools and assist in creating opportunities for community learning settings for these students (The National Alliance for Secondary Education and Transition, 2010)

.

Problem and significance of the study:

The importance of secondary and post-secondary transition services in the field of special education is obvious, so it is vital for young adults with disabilities to have these transition services and supports that enhance the quality of education throughout their lives. However, only one study that examined transition services for students with MD in Saudi Arabia (Alquraini, 2013). Alquraini's study aimed to know the extent to which transition services were provided in public schools for students with MD. The 98 special education teachers and personnel were asked to respond to the survey. The results showed a lack of assessment for the students to obtain transition services and transition planning (Alquraini, 2013). Therefore, the researcher investigated secondary and post-secondary transition services for this publication because of the little of studies about this category. In addition, due to the severely lack of transition services that provided for these youths in Gulf countries; such as Saudi Arabia, it is fundamental to address the reality

of these services and then contribute to enhance the transition services for MD population, and to be provided effectively for them.

Purpose of the study

Secondary and post-secondary transition services are crucial for students with MD, and these services must be focused on the interests, needs, preferences, and abilities of the individuals with disabilities in order to gain the assistance they need in secondary education or after leaving high school. Post-secondary options for all youth with disabilities are an important stage in order to live and participate effectively within society, so all educators should coordinate with all adult services providers to meet the needs of the individuals with disabilities. The aim of the current study was to examine the secondary and post-secondary transition services; such as schooling; career preparatory experiences; youth development and leadership; family involvement; and connecting activities for youth with MD in Saudi Arabia and know how these transition services are provided for this population in order to help them live independently throughout their lifespans.

Study Questions

This study seeks to answer these questions:

- What secondary and post-secondary transition services (schooling; career preparatory experiences; youth development and leadership; family involvement; and connecting activities) are provided at high schools?
- Are there significant differences (α=0.05) in teachers' perceptions towards secondary and post-secondary transition services for youth with multiple disabilities due to the variables: Gender, educational level, teaching experience, educational institutions, and school province?

Methodology

Participants

The participants of the present study were males and females' special education teachers in various regions (Central, North, South, West, and East) of Saudi Arabia. The total participants were 129 special education teachers of students with MD. There were fifty-eight MD programs and 752 students with MD were involved (Ministry of Education, 2012).

Data collection and procedures :

In Feb 2016, the surveys were distributed among 58 randomly selected middle and secondary public schools and private institutes established for MD students. The surveys were equally divided for gender between male and female schools and were distributed in all regions of Saudi Arabia in order to represent the entire population of this study. The researcher wrote a letter to the Dean college of education demanded him to send a letter to Ministry of Education in order to conduct this study. The researcher finally received the

authorization letter from the Ministry of Education, and the surveys were distributed by the researcher and given to all principals of MD programs to be distributed to all special education teachers and returned within 21 days. Completion of the survey was voluntary, so no one was compelled to participate in this survey. Finally, 106 special education teachers successfully finished and responded to all survey questions.

Demographic Information:

The table below showed that 91 participants (85.8%) were males and 15 (14.2%) were females.

Table 1

Distribution of participants according to gender

	Frequency	Percent
Male	91	85.8
Female	15	14.2
Total	106	100.0

The table below showed that 83 participants (78.3%) had bachelor of special education degrees and 13 (12.3%) had masters of special education. Ten participants (9.4%) had other qualifications. Importantly, no one selected the PhD in special education category, so it did not appear in the table.

Table 2

Distribution of participants according to educational level

	Frequency	Percent
Bachelor of special education	83	78.3
Masters of special education	13	12.3
Other	10	9.4
Total	106	100.0

The table below showed that 67 participants (63.2%) were working at special education institutes and 39 (36.8%) were working for integration programs in government schools.

Table 3

Distribution of participants according to educational institutions

	Frequency	Percent
Special education institutes	67	63.2
Integration programs in government schools	39	36.8
Total	106	100.0

The table below showed that 49 participants (46.2%) had been working for five years or less; 21 (19.8%) had been working for 6 to 10 years, and 36 (34%) had been working for ten or more years.

Table 4

Distribution of participants according to experience in special education

	Frequency	Percent
5 years or less	49	46.2
6-10 years	21	19.8
10 years or more	36	34.0
Total	106	100.0

The table below showed that 76 participants (71.7%) had been working in the central province, 18 (17%) had been working in the western province; eight (7.5%) had been working in the eastern province, one (0.9%) had been working in the Northern Province, and three (2.8%) had been working in the southern province.

Table 5

Distribution of participants according to educational province

	Frequency	Percent
Central province	76	71.7
Western province	18	17.0
Eastern province	8	7.5
Northern province	1	0.9
Southern province	3	2.8
Total	106	100.0

Instrument

A survey tool was prepared to define what the special education teachers' perspectives were in Saudi Arabia toward secondary and post-secondary transition services for youth with MD. The researcher developed the instrument, which was based on the five important factors of the National Alliance for Secondary Education and Transition, (NASET website) and through content extrapolation of secondary and post-secondary transition services for youth with MD in the literature review.

Participants in this study were asked to complete the three-part survey. The first part comprised of an explanation of the purpose of the current study and instructions for responding to all survey questions. The second part comprised of five questions about the participants' demographic and background information: 1) teachers' gender; 2) educational level; 3) teaching experience; 4) educational institutions (private or public); and 5) school province. The third part comprised of five domains (schooling; career preparatory experiences; leadership experiences; family involvement; and connecting activities) and had a total of 31 statements. A Likert scale of one to five (1 = strongly disagree, 2 = disagree, 3 = agree to some extent, 4 = agree, and 5 = strongly agree) was used so that teachers should rate their degree of agreement regarding the survey statements.

The validity and reliability

To test reliability and validity of the study tool, the researcher conducted the following tests: the instrument was submitted to five professors from the Special Education Department at King Saud University in Riyadh city, to test the virtual validity and the statements of the survey in addition to the importance and compatibility for the domains of the survey. Furthermore, the professors were encouraged to modify the statements by addition or deletion as they saw fit. Changes were made to incorporate their feedback to develop the final format and distribute the instrument to the participants.

Internal validity. After testing the virtual validity of the study tool, it was applied to the sample by calculating the Pearson correlation coefficient of the survey for each statement with the total scores of all the domains. For the survey of this study, the correlation coefficient of each statement was positive and significant on the (0.05) scale, which indicated its validity with the domains.

Reliability. Cronbach's alpha is a tool of internal consistency considered to be a measure of scale reliability. To test the reliability of the ongoing study, Cronbach's alpha reliability test was conducted for each item of the survey. The results presented a high degree of reliability overall (0.988).

Data Analysis:

When the surveys were finished by participants, the responses were collected. The overall percentages of all items were calculated to define demographic information and answers to the 31 survey statements. The data for this study were analyzed utilizing the Statistical Package for the Social Sciences (SPSS) program to expose the frequency and percentages of contributors'answers. A one-way ANOVA was conducted to test the significant differences among the results of the study sample variables regarding educational level, teaching experience; and school province. Finally, the independent sample t-test was utilized with teachers' gender and the educational institution to analyze the differences among the groups.

Results

The purpose of this study was to investigate the secondary and post-secondary transition services provided for students with MD in Saudi Arabia. The study examined the teachers' perceptions about secondary and post-secondary transition services to see if there were differences among teachers' responses regarding the following variables; gender, educational level, experience, educational institution, and school province. Of the 129 returned surveys 23 were not completed properly, some questions were unanswered. The final sample size, therefore, was 106 special education teachers

.

Results for question one

What secondary and post-secondary transition services (schooling; career preparatory experiences; youth development and leadership; family involvement; and connecting activities) are provided at high schools?

The schooling domain. To know participants' perceptions on the schooling domain, frequencies, percentages, the means, standard deviations, and ranks for the participants of the study on this domain were calculated as in the following table:

Table 6 *Responses of the participants on schooling domain*

	Statement		Strongly agree	Agree	Agree to some extent	Disagree	Strongly Disagree	M	SD	Rank
1	Providing transition services, such as practical training and community service, in secondary schools	F %	35 33	34 32.1	22 20.8	11 10.4	4 3.8	3.80	1.125	2
2	Modifying the secondary school curriculum, including transition services	F %	25 23.6	39 36.8	20 18.9	18 17	4 3.8	3.59	1.136	1
3	Communicating periodically with parents (guardians) about the transition services for their children	F %	31 29.2	26 24.5	24 22.6	21 19.8	4 3.8	3.56	1.212	4
4	Providing available employment opportunities for secondary school students with multiple disabilities	F %	34 32.1	16 15.1	27 25.5	21 19.8	8 7.5	3.44	1.324	3
5	A multidisciplinary team at school gives advice on suitable workplaces	F %	34 32.1	18 17	23 21.7	20 18.9	11 10.4	3.42	1.374	5

	Statement		Strongly agree	Agree	Agree to some extent	Disagree	Strongly Disagree	M	SD	Rank
6	Providing training to teachers of students with multiple disabilities on types of transition services	F %	33 31.1	9 8.5	27 25.5	24 22.6	13 12.3	3.24	1.41	6
	Whole Mean						3.50			

The above table showed that participants in the study agreed for the schooling domain with a mean equal to (3.50 out of 5.00), this mean placed in the fourth category of the Likert Fifth Scale (3.40- 4.20) which indicated the agree option for the tool of the study. The results showed there were differences in participants' perceptions on the schooling domain and they came in a range of 3.24-3.80. These means came in the third and fourth categories of the Likert Fifth Scale and indicated "agree to some extent, agree".

The career preparatory experiences domain. To know participants' perceptions on the career preparatory experiences domain, the frequencies, percentages, means, standard deviations, and ranks for the participants of the study on this domain were calculated as in the following table:

Table 7

Responses of the participants on the career preparatory experiences domain

	Statement		Strongly agree	Agree	Agree to some extent	Disagree	Strongly Disagree	M	SD	Rank
1	Providing training on employability skills, to students with multiple disabilities	F %	25 23.6	35 33	27 25.5	16 15.1	3 2.8	3.59	1.09	10
2	Reviewing the Individualized Education Program and the assessments of students with multiple disabilities	F %	26 24.5	24 22.6	30 28.3	18 17	8 7.5	3.40	1.24	8

	Statement		Strongly agree	Agree	Agree to some extent	Disagree	Strongly Disagree	M	SD	Rank
	in order to identify suitable objectives for post-secondary education									
3	Providingopportunities for professional development in the classrooms of students with multiple disabilities	F %	25 23.6	24 22.6	30 28.3	22 20.8	5 4.7	3.40	1.19	9
4	Seeking suitable employment for students with multiple disabilities	F %	31 29.2	20 18.9	23 21.7	19 17.9	13 12.3	3.35	1.38	7
5	Creating and offering employment and practical experience to students with multiple disabilities	F %	27 25.5	20 18.9	26 24.5	24 22.6	9 8.5	3.30	1.30	11
	Whole Mean						3.40			

The above table showed that participants of the study indicated “agree to some extent” for the career preparatory experiences domain with mean equal to (3.40 out of 5.00). This mean placed in the third category of the Likert Fifth Scale (2.61-3.40) which indicated “agree to some extent” to be an option for the tool of the study. The results showed there were differences in perceptions of the participants on the career preparatory experiences domain and came in the range of 3.30-3.59. These means came in the third and fourth categories of the Likert Fifth Scale and indicated to “agree to some extent, agree”.

The Youth Development and Leadership Domain. To know participants’ perceptions on the youth development and leadership domain, the frequencies, percentages, means, standard deviations, and ranks for the participants of the study on this domain were calculated as in the following table:

Table 8

Responses of the participants on youth development and leadership domain

	Statement		Strongly agree	Agree	Agree to some extent	Disagree	Strongly Disagree	M	SD	Rank
1	Focusing on strengths of students with multiple disabilities	F %	37 34.9	38 35.8	20 18.9	9 8.5	2 1.9	3.93	1.026	16
2	Providing the social and behavioral skills, which are necessary for the professional development of students with multiple disabilities	F %	31 29.2	34 32.1	25 23.6	14 13.2	2 1.9	3.79	1.08	12
3	Involving parents/ guardians in developing and improving the cognitive and motor development of their children	F %	38 35.8	24 22.6	19 17.9	17 16	6 5.7	3.68	1.279	17
4	Identifying the educational and professional needs of students with multiple disabilities	F %	34 32.1	22 20.8	31 29.2	16 15.1	3 2.8	3.64	1.164	14
5	Providing suitable opportunities to enhance motor and cognitive development for students with multiple disabilities	F %	34 32.1	23 21.7	28 26.4	17 16.0	4 3.8	3.62	1.99	13

	Statement		Strongly agree	Agree	Agree to some extent	Disagree	Strongly Disagree	M	SD	Rank
6	Self-determination skills are included in the pedagogical curriculum for students with multiple disabilities	F %	22 20.8	22 20.8	28 26.4	28 26.4	6 5.7	3.25	1.21	15
	Whole Mean						3.64			

The above table showed that the study participants agreed about the youth development and leadership domain with mean equal to (3.64 out of 5.00); this mean placed in the fourth category of the Likert Fifth Scale (3.41-4.20) which indicated the agree option for the tool of the study. The results showed there were differences in the participants' perceptions on the youth development and leadership domain which came in a range of 3.25-3.93. These means came in the third and fourth categories of the Likert Fifth scale and indicated to (agree to some extent, agree).

The family involvement domain. To know participants' perceptions on the family involvement domain, the frequencies, percentages, means, standard deviations, and ranks for the participants of the study on this domain were calculated as in the following table:

Table 9

Responses of the participants on the family involvement domain

	Statement		Strongly agree	Agree	Agree to some extent	Disagree	Strongly Disagree	M	SD	Rank
1	Providing parents/guardians of students with multiple disabilities with all information on the transition services	F %	37 34.9	23 21.7	27 25.5	15 14.2	4 3.8	3.70	1.19	18
2	Views and directives of parents/guardians about transition plan and its phases will be taken into account	F %	31 29.2	22 20.8	33 31.1	15 14.2	5 4.7	3.56	1.18	19
3	Views and directives of parents/ guardians of students with multiple disabilities about suitable	F %	26 24.5	30 28.3	32 30.2	12 11.3	6 5.7	3.55	1.14	20

	Statement		Strongly agree	Agree	Agree to some extent	Disagree	Strongly Disagree	M	SD	Rank
	professional choices will be taken into account									
4	Families and vocational rehabilitation service centers for students with multiple disabilities cooperate with each other	F %	29 27.4	28 26.4	25 23.6	18 17	6 5.7	3.53	1.22	23
5	Cooperating with service and social institutions owned by individuals with multiple disabilities and their families	F %	26 24.5	30 28.3	26 24.5	18 17	6 5.7	3.49	1.19	22
6	The interests of the family will be included in the transition plan for students with multiple disabilities.	F %	24 22.6	29 27.4	26 24.5	20 18.9	7 6.6	3.41	1.21	21
7	Providing many extracurricular activities for parents/guardians of students with multiple disabilities on the transition services	F %	25 23.6	24 22.6	22 20.8	28 26.4	7 6.6	3.30	1.27	24
8	Involving parents/guardians in many classroom curricula for students with multiple disabilities	F %	20 18.9	22 20.8	21 19.8	30 28.3	11 10.4	3.10	1.30	25
	Whole Mean					3.45				

The above table showed that the participants of the study agreed about the family involvement domain with mean equal to (3.45 out of 5.00). This mean placed in the fourth category of Likert Fifth Scale (3.41- 4.20) which indicated agreement for the tool of the study. The results showed there were differences in perceptions of the participants on the family involvement domain and came in a range of 3.10-3.70. These means came in the third and fourth categories of the Likert Fifth Scale and indicated to (agree to some extent, agree). Connecting activities domain. To know participants' perceptions on the connecting activities domain, the frequencies,

percentages, means, standard deviations, and ranks for the participants of the study on this domain were calculated as in the following table:

Table 10

Responses of the participants on the connecting activities domain

	Statement		Strongly agree	Agree	Agree to some extent	Disagree	Strongly Disagree	M	SD	Rank
1	Providing support and information about public transportation for students with multiple disabilities.	F	37	36	18	9	4	3.89	1.10	26
		%	34.9	34	17	8.5	3.8			
2	Helping students with multiple disabilities to get employment forms in society	F	36	22	27	14	5	3.67	1.21	29
		%	34	20	25.5	13.2	4.7			
3	Providing support and coordination with the relevant authorities/agencies (charity, Ministry of Social Affairs, etc.)	F	34	28	20	16	6	3.65	1.24	27
		%	32.1	26.4	18.9	15.1	5.7			
4	Providing training and assistance for students with multiple disabilities in the basic skills before applying for a job (attendance, appearance, task completed and independence, etc.)	F	40	19	19	16	10	3.61	1.38	31
		%	37.7	17.9	17.9	15.1	9.4			
5	Coordinating with the government institutions on sports, cultural or social activities for students with multiple disabilities	F	31	25	24	17	7	3.54	1.26	28
		%	29.2	23.6	22.6	16	6.6			
6	Providing training and assistance for students with multiple disabilities in the best way to get a job interview	F	34	18	20	19	13	3.39	1.42	30
		%	32.1	17	18.9	17.9	12.3			
	Whole Mean							3.62		

The above table showed that the participants of the study agreed about the connecting activities domain with mean equal to (3.62 out of 5.00). This mean placed in the fourth category of Likert Fifth Scale (3.41-4.20) which indicated the agree

option for the tool of the study. The results showed there were differences in perceptions of the participants on the connecting activities domain which came in a range of 3.39-3.89.

These means came in the third and fourth categories of the Likert Fifth Scale and indicated to (agree to some extent, agree).

Result for question two:

To see if there are differences among teachers' responses regarding the variables of gender, educational institution, educational level, experience, and school province, T-test and One-Way ANOVA were analyzed.

Table 11

The results of t-test for special education teachers' gender

All domains	Gender	N	M	SD	T	Sig.
Perceptions of special education teachers	Male	91	3.45	1.04	0.412	0.522
	Female	15	3.99	1.09		

The above table showed the results of this study indicated that there were no significant differences between point of perceptions of special education teachers regarding to gender.

Table 12

The results of t-test for special education teachers regarding to educational institution

All domains	Educational institution	N	M	SD	T	Sig.
Perceptions of special education teachers	Special education institutes	67	3.5218	1.02972	1.743	0.190
	Integration programs into government schools	39	3.5421	1.13045		

The above table showed the results indicated that there were no significant differences between point of perceptions of special education teachers regarding to educational institution.

Table 13

The results of ANOVA for special education teachers regarding to experience in special education, educational province, and educational level

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Educational province	2.703	4	.676	.589	0.671
Educational level	6.476	2	3.238	2.976	0.029
Experience in special education	2.888	2	1.444	1.286	0.281

The results in the above table showed that there were no significant differences between point of perceptions of special education teachers regarding to educational province and experience in special education, but there were significant differences regrading to educational level variable, which was significant (p. 0.029) at level of (0.05).

Table 14

The results of ANOVA for educational level

All Domains ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Schooling	Between Groups	5.597	2	2.798	2.312	.104
	Within Groups	124.646	103	1.210		
	Total	130.243	105			
Career preparatory experiences	Between Groups	7.598	2	3.799	2.917	.059
	Within Groups	134.156	103	1.302		
	Total	141.754	105			
Youth development and leadership	Between Groups	5.705	2	2.853	2.715	.071
	Within Groups	108.209	103	1.051		
	Total	113.914	105			
Family involvement	Between Groups	6.253	2	3.127	2.746	.069
	Within Groups	117.275	103	1.139		
	Total	123.528	105			
Connecting activities	Between Groups	9.312	2	4.656	3.680	.029
	Within Groups	127.771	101	1.265		
	Total	137.083	103			

The above table also showed that there were significant differences between point of perceptions of special education teachers (connecting activities domain) regarding to educational level variable, which was significant (p. 0.029) at level of (p. 0.05).

To know the differences among the variables, regarding to connecting activities domain, Post Hoc Tests (Scheffe) were analyzed.

Table 15 :**Post *Hoc Tests***

Scheffe Multiple Comparisons

Dependent Variable	(I) Educational level	(J) Educational level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Connecting activities domain	Bachelor of Special Education	Master's Degree in Special Education	.43416	.33605	.437	-.4008-	1.2691
		Other, specify	-.83251-	.37699	.092	-1.7692-	.1041
	Master's Degree in Special Education	Bachelor of Special Education	-.43416-	.33605	.437	-1.2691-	.4008
		Other, specify	-1.26667-*	.47309	.031	-2.4421-	-.0913-
	Other, specify	Bachelor of Special Education	.83251	.37699	.092	-.1041-	1.7692
		Master's Degree in Special Education	1.26667*	.47309	.031	.0913	2.4421

*. The mean difference was significant at the 0.05 level.

The above table showed that there were differences between educational level for the option of other education at a significant level of (p. 0.031). This indicated that the Master's Degree in Special Education and Other represented a significant difference in terms of the connecting activities domain.

Discussion

The overall results of this study showed that all domains indicated agreement to somewhat agree to provide transition services for youth with MD, which meant that the total mean for all domains were from 3.40 to 3.64. For example, the first domain, "schooling", indicated the agree option with mean equal to 3.50 out of 5.00, which agreed with previous studies (Kochhar-Bryant & Greene, 2009; National Longitudinal Transition Study of Parents, 2005; Staub & Hunt,1993). On the other hand, this study disagrees with the findings of other important studies (Alquraini, 2013; Getzel & DeFur, 1997; Newman, 2005; Grigal et al., 2002), which indicated the need of greater participation in the transition planning and to enhance employment opportunities for youth with MD.

The second domain, "the career preparatory experiences", indicated to agree to some extent option with mean equal to 3.40 out of 5.00, which was supported by previous studies (Alquraini, 2013; Grigal et al., 2002; Kochhar-Bryant et al., 2009; McDonnell & Hardman, 2010), which mentioned that youth with MD had lack

adequate opportunities for employment options that allow them to be engaged in society. However, the findings of the current study disagree with one conducted by Wehmeyer and Palmer (2003), which indicated that students with MD could live either independently or with some support.

The third domain, "youth development and leadership", indicated agreement with mean equal to 3.64 out of 5.00, which was supported by several important studies (Field, Sarver, & Shaw, 2003; Wehmeyer & Palmer, 2003; Staub& Hunt, 1993; Carter et al., 2011). These focused on the importance of social and behavioral skills and self-determination skills for students with MD to develop effective transition plans in the field of secondary education. However, these results disagree with previous studies (Alquraini, 2013; NOD, 2003; Kortering & Braziel, 2000), which indicated a clear lack of transition services, fewer employment opportunities, and poor socialization skills.

The fourth domain, "family involvement", indicated the agree option with mean equal to 3.45 out of 5.00, which was supported by several studies (National Longitudinal Transition Study of Parents, 2005; TASH, 1998). Nevertheless, this finding might disagree with other studies, such as Alquraini (2013) who showed a lack of transition services in planning and assessment. It also showed poor collaboration between the family and other educators in secondary education (Neubertet al., 2004).

The fifth domain, "connecting activities", indicated agreement with mean equal to 3.62 out of 5.00. This finding could agree with the IDEA, 2004, law and with several previous studies (Sitlingtonet al., 2009; Brown et al., 2006; Collins, 2007; Kochhar-Bryant et al., 2009). However, this result might disagree with other studies that mentioned that students with MD had less engagement and support as well as fewer employment opportunities to help them live independently in society (NLTS-2, 2011; Neubertet al., 2004).

By looking to the variables, the present study found no significant differences in teachers' perceptions about secondary and post-secondary transition services regarding the four variables of gender, educational institution, educational province, and experience in special education. Because of the number of participants in this study, it might present unexpected results. As to gender, it could be seen that male participants (n=91) were more than females (n=15), so the results might appear with no differences in their responses even though this finding was supported by Van, Yeargin-Allsopp, and Lollar (2006). For educational level, educational province, and experience in special education, this might be normal since a previous study conducted by Alquraini (2013) disclosed no differences in variables as well as on the educational level. However, the current study disagreed with this finding and presented differences on teachers' perceptions about secondary and post-secondary transition services "connecting activities" regarding the educational level variable.

Conclusion with Recommendations for Improvement

Recommendations for improvement concerning secondary transition program services related to students with MD or SD will be discussed. To improve these services and to gain positive outcomes for young adults with SD or MD, the

community living and employment options are very important to enhance the procedures that lead to appropriate settings for living and engaging within community life (Moon, 2011). As was mentioned in previous result sections, there has been a focus on employment and community living for young adults with SD or MD; therefore, the recommendations are to consider the possible post-school outcomes for these students. Rusch and Braddock (2004) pointed out some important recommendations for these students, including those with multiple disabilities and severe disabilities. They initially mentioned that the connection among all states, local services, and schools plays a critical role in enhancing the employment opportunities for these students and helps them to be effective members in society. Moreover, schools should coordinate with adult service providers in order to assist students with SD or MD to obtain secondary and post-secondary transition services. This recommendation was supported by current results of this study in all domains, specially connecting activities, which stressed on the importance of post-secondary options, including employment for students with MD.

Rusch and Braddock (2004) recommended that all students with disabilities, including SD or MD left secondary school with competitive employment or enroll at a university, community college, or certification program at the age of 18 years. They further mentioned that employment and post-secondary education are necessary in the natural environment for all young adults with SD or MD, so the leadership role in school helps to offer positive transition outcomes after high school for this population. In addition, all students with disabilities need to have the Individualized Program of Employment (IPE) or Individualized Program of Post-Secondary Education (IPPE), which they should complete by the age of 18. This leads to access to vocational rehabilitation services that assist young adults with SD or MD to get many services that help them transition effectively into adult life. The findings of the study highlighted the need of vocational rehabilitation services for students with MD to engage successfully in society, which mentioned in family involvement domain. The researcher recommended the cooperation between vocational rehabilitation centers and families to help their children transition from school to work effectively.

Depending on the findings of the current study and literature review, the researcher recommended that all students with disabilities, including MD or SD, need long-term follow-up transition services in order to help them transition successfully into employment or post-school education. In addition, these long-term support services focus on "placing students in jobs that provide better wages, developing workplace supports, retraining in the event of losing one's job, and working with the complex network of adult services agencies to provide coordinated housing, income, and medical supports" (Rusch & Braddock, 2004, p. 241). This meant that coordination between all high school agencies and adult service providers

must happen in order to provide successful secondary and post-secondary transition for adults with MD or SD to live and participate effectively within the community.

The results of this study highlighted the need of effective post-secondary transition outcomes, which were mentioned in all domains, specifically schooling. It is important to focus on enhancing the capacity of school and community services in order to offer follow-up services for young adults with MD or SD after graduating from high school because this leads to improving the outcomes for employment and post-school education. Furthermore, some challenges and recommendations related to the issue of effective transition outcomes for these students were mentioned. For instance, young adults with MD or SD should prepare themselves to better make the appropriate decisions about their future and advocate for the services and support they will need throughout their lifespans. One statement stated "Providing training to teachers of students with multiple disabilities on types of transition services" indicated the lowest score with mean of 3.24 out of 5, so teachers, parents, and other educational members of the IEPs had a lack of knowledge about the type of transition services that are provided or the community assistance for students with MD or SD; this information is helpful to gain effective post-school outcomes for this population and to enhance teachers' knowledge about various of transition services should provide for MD (Johnson, 2004).

According to the findings of the current study and literature review, the researcher recommended that it is significant to address effective environments in providing transition services for all youth with disabilities, including students with MD or SD. This population experiences several difficulties, such as unemployment, limited heath care, transportation difficulties, limited post-school outcomes or training, and limitations in social settings. It is recommended all educators, parents, professionals, agencies, and all others related to the students' IEPs should coordinate with each other to provide appropriate opportunities of employment and post-secondary outcomes, transition support in the community, and effective training for young adults with SD or MD.

Based on the literature, the researcher also highlighted that many students with MD or SD, including students with severe disabilities want to work after high school as a post-school outcomes. Therefore, these students need to have meaningful employment and social skills in high school before graduation because these skills will help them live and engage in community life (Hughes & Avoke, 2010).

In general, the important practices in improving the secondary and post-secondary transition services for youths are follow-up and follow-along practices. These practices help to monitor the outcomes and status of all youth with disabilities who have moved from schools to the adult community and post-secondary education. In addition, they will lead to achieve the success for youth with disabilities in general education courses within the high school environment, enrollment, and success in post-secondary education after leaving high school. It is important for school systems and adults' services providers to conduct evaluations of their transition programs in order to decide if these programs and services are successfully meet the transition needs of students with disabilities. Transition program evaluation

information is very important to determine the quality of the services and programs provided for youth with disabilities (Kochhar-Bryant & Greene, 2009).

Application in the Future;

The practical implication for the current study is that special education teachers should know about the available types of secondary and post-secondary transition services, which are considered the most important services for all youth, including young adults with MD or SD. Moreover, they should consider successfully applying the appropriate and effective post-secondary transition services that these individuals need.

Unfortunately, there is a lack of supportive services and transition programs in Saudi Arabia, so it is necessary first to establish specific policies for supporting children, including appropriate services and supports like the PSOs. That will greatly benefit all youth with disabilities, including students with MD, and develop as many important services as possible in order to improve the quality of life for these children. Collaboration, coordination, and communication among all agencies are important to provide appropriate transition services in Saudi Arabia; this plays a critical role in the future life for all youth.

In the near future in Saudi Arabia, the decision-makers should establish appropriate policies, especially for secondary transitions that develop educational learning models and strategies to assist all youth, including students with MD. In fact, post-secondary transition plays a major role in the field of special education. All secondary and post-secondary transition programs should be considered because of the outcomes of the educational stages for individuals with disabilities. Consequently, it is important to provide appropriate educational and occupational models for young adults with disabilities in order, for them, to engage and live independently in community life.

Conclusion:

The current study presented special education teachers' perceptions about secondary and post-secondary transition program services (schooling; career preparatory experiences; youth development and leadership; family involvement; and connecting activities) for youth with MD in Saudi Arabia. This current study also gave comprehensive information about these services that were provided for all youth, including young adults with MD or SD. Overall, the results of this study indicated agreement and agree to some extent options of providing secondary and post-secondary transition services for youth with MD. The present study strongly advocated for the importance of secondary and post-secondary transition services and it stressed for establishing specific policies to support youth with disabilities in the schools or after higher education. This will give them a chance to participate in their future educational settings and integrate into society effectively.

References

Alquraini, T. (2013). The provision of transition services in educational institutions for students with multiple disabilities and their importance from the perspectives of the school team. *Education and Psychology,* (40), 58-85.

Alberto, P. A., Fredrick, L., Hughes, M., McIntosh, L., & Cihak, D. (2007). Components of visual literacy: Teaching logos. *Focus on Autism and Other Developmental Disabilities, 22*(4), 234-243.

Alwell, M., & Cobb, B. (2007). *Teaching social/communicative interventions to youth with disabilities: report from National Secondary Transition Technical Assistance Center (NSTTAC).* Charlotte, NC.

American with Disabilities Act of 2008 (ADA) (PL 110-325).

Brown, L., Shiraga, B., & Kessler, K. (2006). The quest for ordinary lives: The integrated post-school vocational functioning of 50 workers with significant disabilities. *Research & Practice for Persons with Severe Disabilities, 31*(2), 93-121.

Carter, E. W., Sisco, L. G., & Lane, K. (2011). Paraprofessional perspectives on promoting self-determination among elementary and secondary students with severe disabilities. *Research and Practice for Persons with Severe Disabilities, 36*(1-2), 1-10.

Certo, N. J., Brown, L., Courey, S., Belanger, D., Luecking, R. G., & Murphy, S. (2008). Seamless transition and long-term support for individuals with severe intellectual disabilities. *Research & Practice for Persons with Severe Disabilities, 33*(3), 85-95.

Cimera, R. (2009). Supported employment's cost-efficiency to taxpayers: 2002 to 2007. *Research & Practice for Persons with Severe Disabilities, 34*(2), 13-20.

Collins, B. C. (2007). *Moderate and severe disabilities: A functional approach.* Person- Merrill Prentice Hall.

Federal Register: Part II Department of Education 34 CFR Parts 300 and 301- Final Regulations: Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

Field, S., Sarver, M. D., & Shaw, S. F. (2003). Self-determination: A key to success in post-secondary education for students with learning disabilities. *Remedial and Special Education, 24*(6), 339-49.

Getzel, E. & DeFur, S. (1997). Transition planning for students with significant disabilities: Implications for student centered planning. *Focus on Autism & Other Developmental Disabilities. 12*(1), 39-49.

Grigal, M., Neubert, D. A., & Moon, M. (2002). Post-secondary options for students with significant disabilities. *Teaching Exceptional Children, 35*(2), 68- 73.

Horner, R. H., Day, H., & Day, J. R. (1997). Using neutralizing routines to reduce problem behaviors. *Journal of Applied Behavior Analysis, 30*(4), 601.

Hunt, P., Alwell, M., & Goetz, L. (1988). Acquisition of conversation skills and the reduction of inappropriate social interaction behaviors. *Journal of the Association for Persons with Severe Handicaps, 13*(1), 20-27.

Hughes, C., & Avoke, S. K. (2010). The elephant in the room: Poverty, disability, and employment. *Research and Practice for Persons with Severe Disabilities, 35*(1-2), 5-14.

Johnson, D. R. (2004). Supported employment trends: Implications for transition-age youth. *Research and Practice for Persons with Severe Disabilities, 29*(4), 243-247.

Kennedy, C. H., & Haring, T. G. (1993). Teaching choice making during social interactions to students with profound multiple disabilities. *Journal of Applied Behavior Analysis, 26*(1), 63-76.

Kochhar-Bryant, C. A., & Greene, G. A. (2009). *Pathways to successful transition for youth with disabilities: A developmental process (2nd ed.)*. Upper Saddle River, NJ: Pearson Education, Inc. (ISBN-13: 9780132050869)

Kochhar-Bryant, C. A., Shaw, S., & Izzo M. (2009). *What every teacher should know about transition and IDEA 2004*. Upper Saddle River, NJ: Pearson Education, Inc. (ISBN-13: 9780137155866).

Kohle, P. D. (1996). *Taxonomy for transition programming: Linking research and practice*. Illinois Univ., C. t. Transition Research Institute.

Kortering, L., & Braziel, P. (2000). A Look at the Expressed Career Ambitions of Youth with Learning Disabilities. *Journal for Vocational Special Needs Education, 23*(1), 24-33.

Luecking, R., & Certo, N. J. (2003). Integrating service systems at the point of transition for youth with significant support needs: A model that works. *American Rehabilitation, 27*(1), 1-29.

McDonnell, J., & Hardman, M.L. (2010). *Successful transition programs: Pathways for students with intellectual and developmental disabilities*. Thousand Oaks, CA, Sage.

Moon, M. S (2011). Transition of students with low incidence disabilities. In Kauffman, J., M. & Hallahan, D., P. (Eds), *Handbook of special education.* (pp. 609-610). New York, NY: Routledge.

Morningstar, M. E., (2009). *Assessing students with significant disabilities for supported adulthood: Exploring appropriate transition assessments: topic report from National Center on Secondary and Transition Technical Assistance (NCSTTA).* Charlotte, NC.

National Alliance for Secondary Education and Transition (2010). *Transition toolkit: National standards and quality indicators.* Retrieved from http://www.naset.org

National Longitudinal Transition Study of Parents (2003) (NLTS2). *Data brief: Youth employment, a report from the National Longitudinal Transition Study (NLTS2).* Retrieved November, 2012,
from http://www.ncset.org/publications/nlts2/NCSETNLTS2Brief_2.2.pdf

National Longitudinal Transition Study of Parents (2005) (NLTS2). *Changes over time in the early postschool outcomes of youth with disabilities.* Retrieved November, 2012, from www.nlts2.org

Neubert, D. A., Moon, M., & Grigal, M. (2002). Post-secondary education and transition services for students ages 18-21 with significant disabilities. *Focus on Exceptional Children, 34*(8), 1.

Newman, L. (2005). *Family involvement in the educational development of youth with disabilities: A special topic report from the National Longitudinal Transition Study-2 (NLTS2)*. MenloPark, CA: SRI International.

No Child Left Behind Act of 2001 (NCLB) (P.L. 107-110).

Neubert, D. A., Moon, M., & Grigal, M. (2004). Activities of students with significant disabilities receiving services in post-secondary settings. *Education and Training in Developmental Disabilities, 39*(1), 16-25.

Rusch, F. R., & Braddock, D. (2004). Adult day programs versus supported employment (1988-2002): Spending and service practices of mental retardation and developmental disabilities state agencies. *Research and Practice for Persons with Severe Disabilities, 29*(4), 237-242.

Sabbatino, E.D., & Macrine, S. (2007). Start on success: A model transition program for high school students with disabilities. *Preventing School Failure, 52*(1), 33-39.

Sanford, C., Newman, L., Wagner, M., Cameto, R., Knokey, A.M., & Shaver, D. (2011). *The post-high school outcomes of youth with disabilities up to 6 years after high school: A report of findings from the National Longitudinal Transition Study-2 (NLTS2)* (NCSER 2011). Menlo Park, CA: SRI International. Available at http://www.nlts2.org/reports/2010_09/index.html

Section 504, Rehabilitation Act of 1973 (PL 93-112).

Sitlington, P., Neubert, D. A. & Clark, G.M. (2009). *Transition education and services for students with disabilities.* Baltimore: Paul H. Brookes.

Sopko, K. M. (2010). *Preparation for postsecondary life for students with disabilities*. *A report from* (NASDSE). Alexandria, VA:Available at http://www.projectforum.org/docs/PreparationforPostsecondaryLifeforStudentswithDisabilities.pdf

Staub, D., & Hunt, P. (1993). The effects of social interaction training on high school peer tutors of schoolmates with severe. *Exceptional Children, 60*(1), 41-57.

TASH, B. D. (1998). TASH Newsletter, 1998. TASH Newsletter, 23-24(1-12).

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) (P.L. 108-446).

Van Naarden, K, Yeargin-Allsopp, M., & Lollar, D. (2006). A multi-dimensional approach to the transition of children with developmental disabilities into young adulthood: The acquisition of adult social roles. *Disability and Rehabilitation 28*(15) 915-28.

Wagner, M., Newman, L., Cameto, R., & Levine, P. (2005). *Changes over time in the early postschool outcomes of youth with disabilities. A Report from the National Longitudinal Transition Study-2 (NLTS2)* (NCSER 2005). Menlo Park, CA: SRI International. Available at http://www.nlts2.org/reports/2005_06/nlts2_report_2005_06_complete.pdf

Wagner, M., Newman, L., & Cameto, R., Levine, P., & Garza, N. (2006). *An overview of findings from wave 2 of the National Longitudinal Study-2 (NTLS2).* NCSER 2006-3004. Menlo Park, CA. SRI International.

Wehmeyer, M. L., Agran, M., & Hughes, C. (2000). A national survey of teachers' promotion of self-determination and student-directed learning. *The Journal of Special Education, 34* (2) 58-68.

Wehmeyer, M. L, Agran, M., Hughes, C, Martin, J., Mithaug, D. E., & Palmer, S. (2007).

Promoting self-determination in students with intellectual and developmental disabilities. New York: Guilford Press.

Wehmeyer, M. L., & Palmer, S. B. (2003). Adult outcomes for students with cognitive disabilities three-years after high school: The impact of self-determination. *Education and Training in Developmental Disabilities, 38*(2), 131–144.

Saudi Arabia Ministry of Education (2013) Directorate general of Special Education: Statistical manual of institutes.programs. teachers and students with disabilities for a year of 2013- 2-14.